

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ham Dingle Primary School
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	M. Green
Pupil premium lead	S. Matthews
Governor / Trustee lead	L. Nejrup

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,125
Recovery premium funding allocation this academic year	Trust and additional DfE funding £28668 School Led Tutoring £8100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,893
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (School Led Tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantage pupils are able to access the same enrichment opportunities as other pupils

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception class in the last 2 years, between 60% - 100% of our disadvantaged pupils arrive below age-related expectations compared to 26% - 34% of other pupils for Listening, Attention and Understanding and Speaking</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Partial school closures have impacted disadvantaged pupils far greater than for other pupils This negatively impacts their development as readers and gaps remain across KS1 and lower KS2</p>
3	<p>The attainment of the pupil premium students as a group is lower than that of the non-pupil premium cohort.</p> <p>Internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 38% - 50% of our disadvantaged pupils arrive below age-related expectations compared to 12% - 13% of other pupils. This gap remains to the end of KS2.</p>
4	<p>The attendance of the pupil premium students as a group is lower than that of the non-pupil premium cohort.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.</p> <p>Our attendance data over the last 3 years indicates that 30% - 40% of PA were disadvantaged pupils.</p> <p>21.5% of disadvantaged pupils have been 'persistently absent' compared to 1.6% of their peers during that period. Our assessments and</p>

	observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	<p>The PP children themselves as Learners. Many lack resilience and have a poor mindset.</p> <p>Our growth mindset assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils, many now lack resilience and have a fixed mindset. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
6	Our school records indicate that parents of disadvantaged pupils are less likely to attend school events and workshops and therefore are not as informed or equipped to be able to help and support their child at home compared to other pupils.
7	30% of PP children are SEN (21/72) – These children have their own additional barriers to learning which need addressing on an individual basis.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>The gap between pupils in EYFS has narrowed from 17% to 12% for Listening, Attention and Understanding and 7% to 5% for Speaking.</p>
Improved phonics attainment among disadvantaged pupils	Year 1 Phonics screening outcomes in:

	<p>2021/22 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>2022/23 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>2023/24 show that more than 75% of disadvantaged pupils met the expected standard.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 70% (31% on track at the point of writing) of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Growth mindset analysis indicates that 80% of disadvantage pupils have a growth mindset with 0% fixed mindset • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved parental engagement and communication between home and school with parents of disadvantaged pupils	<p>Sustained high attendance at school events and workshops, from 2023/24 of disadvantage parents demonstrated by:</p> <ul style="list-style-type: none"> □ 80% attendance at parent workshops – phonics, handwriting, maths

	<ul style="list-style-type: none"> ☐ 100% attendance at parents' evenings ☐ 100% signup on Class Dojo
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. PIRA PUMA Ready Check Go MARK	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Primary Wellcomm Toolkit</p> <p>Explicit Vocabulary Instruction Curriculum</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>RWI</p> <p>RWI Development Support Package</p> <p>RWI Book Bags</p> <p>Best Practice visits to other schools who have this in place</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>We will purchase additional maths resources to support the use of concrete resources and manipulatives as well as teacher CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf</u> (<u>publishing.service.gov.uk</u>)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p>	<p>3</p>
<p>Quality First Teaching:</p> <p>Effectively implement instructional coaching supported by video evidence to evaluate and disseminate good practice</p> <p>Train all staff on the use of collaborative learning strategies to support active engagement of all learners</p> <p>We will purchase additional maths resources to support the use of concrete resources and manipulatives as well as teacher CPD</p> <p>SWIVL video equipment and sharing platform</p> <p>WalkThru Bk 1 and 2</p> <p>WalkThru Subscription</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>EEF guide to Pupil Premium - “Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.”</p> <p>EEF – Guide to Pupil Premium - “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</p>	<p>1,2,3,4,5</p>

Kagan Training support package	Following online lessons delivered during Lockdown. We have learnt the importance of children being in front of an effective teacher.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional speech and language sessions targeted at disadvantaged pupils who require further speech and language support. NELI Wellcomm	EEF (+6) Oral Interventions +6 months	1,7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. RWI tutoring	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,7
Additional reading comprehension sessions targeted at disadvantaged pupils who require further reading support. PIRA	EEF (+6) Reading comprehension strategies are high impact on average +6 months	2,3,7

NESSY		
Additional maths sessions targeted at disadvantaged pupils who require further reading support. PUMA Mastering Number	EEF (+4) Small group tuition	3,7
Train school staff to implement School Led Tutoring to provide additional catch-up support to identified disadvantaged pupils,	EEF (+4) One to One tuition On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for pupils that are identified as having low prior attainment or are struggling in particular areas.	3
Provide additional adults at WV1 to target and support disadvantage pupils, especially in reading and maths	EEF (+1) Teaching Assistant Interventions Teaching assistants can provide a large positive impact on learner outcomes.	1,2,3,4,5,7

Wider strategies (for example, related to attendance, behaviour, wellbeing) –

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Parental workshops to engage PP parents -</p> <p>Kinetic Letters</p> <p>Phonics</p> <p>Maths</p> <p>English KS2</p> <p>Growth Mindset</p>	<p>EEF (+4)</p> <p>Parental Engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF guide to pupil premium "There is an established link between the home learning environment at all ages and children's performance at school."</p>	<p>3,4,6</p>
<p>Strengthen digital home school communication.</p> <p>Parental Engagement - Class Dojo used by all classes – Staff to send a message to all PP children at least once a week.</p> <p>Homework set each week on SWAY.</p>	<p>EEF (+4) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework - the involvement of parents in their children's learning activities; 	<p>3,6</p>

<p>Junior PCSO programme run with Year 5 pupils which aims to build building</p>	<p>EEF (+2) Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general,</p>	<p>5</p>
<p>resilience, citizenship and raise aspirations</p>	<p>mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	
<p>Free wrap around care – (interventions to be delivered in breakfast club)</p> <p>Free places offered to PP children who are on the PA list from 2020/2021 or who have low attendance at the start of 2021.</p> <p>COST £20 a week x number of children</p>	<p>EEF (+3)</p> <p>EEF - “Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to nonacademic factors, including improving attendance, behaviour and social and emotional support.”</p>	<p>4</p>
<p>Mental Health/wellbeing/Growth Mindset Champion in school</p> <p>Mental Health first aider available in school when needed</p>	<p>EEF (+4)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>5</p>

<p>Ensure all disadvantaged pupils are able to access enrichment activities.</p> <p>Payment plans offered to parents for education visits to reduce financial pressures</p> <p>Places reserved for PP children to attend after school clubs. PP lead to monitor attendance.</p>	<p>EEF (+1) Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>EEF (+3) Arts participation - can occur either as part of the curriculum or as extra-curricular activity.</p>	<p>4,5</p>
<p>(Cross country, football, netball, Storytelling club, gardening)</p>		
<p>Access to Educational Psychologist visits - Cognitive Assessment for specific children</p>	<p>EEF (+3)</p> <p>EEF - "Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support."</p>	<p>3,7</p>
<p>Provide regular access to reading material outside of the classroom.</p> <p>Enrol all PPG children at the local library</p> <p>All PPG children to visit the school library weekly for AR</p> <p>Provide all PPG children with access to Curriculum Visions</p>	<p>EEF (+4) Parental engagement</p> <p>EEF "Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics."</p>	<p>1,3,6</p>

Total budgeted cost: £ 123,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended Outcomes

- *Improved oral language skills and vocabulary among disadvantaged pupils.*
- *Improved phonics attainment among disadvantaged pupils*
- *Improved maths attainment for disadvantaged pupils at the end of KS2.*
- *To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.*
- *To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.*
- *Improved parental engagement and communication between home and school with parents of disadvantaged pupils*

Overview of Key Outcomes

- A range of interventions have been used this year to Improve oral language skills and vocabulary among disadvantaged pupils. All reception children were assessed using Wellcomm when they started school. Data indicates that progress made by disadvantage pupils was strong as 50% of the cohort achieved the expected level in Listening and Attention which was an increase of 21% from baseline. In Speaking, 67% of PP children achieved the expected level, again strong progress from their starting point of 57%
- The introduction of the RWI Phonics has improved phonic attainment among disadvantaged pupils. All staff received training and have implemented the scheme with complete fidelity across Reception and KS1. The Phonics Lead has driven progress and our assessments show attainment has improved through the year. In the Autumn term 40% of PP children were on track to achieve the required standard in the screening check. However, exceptionally strong progress was made throughout the year as 83% of disadvantaged pupils achieved the required standard.
- Maths attainment for disadvantaged pupils at the end of KS2 was 60% in Summer 2022. This will remain as a focus for the next academic year.
- Attendance remains an issue, particularly with PP children. Overall absence rate of children of the whole school was 6.3% with persistent absence amongst non-PP children was 15.1% and persistent absence amongst PP children was 39.5%. Attendance will continue to be a focus for PP children during the next academic year.

- During the year we have introduced work on Growth Mindset. All the children have completed regular quizzes which assessed their mindset. Data shows that by the end of the summer term, 96% of children within the school had a growth mindset with only 4% of children having a fixed mindset. By the end of the summer term, 93% of PP children had a growth mindset.
- During the pandemic, many enrichment activities had stopped. This year, we have worked hard to make clubs and opportunities available again to our children. We have encouraged our PP children to take advantage of our enrichment activities. In the Autumn term, 28% of PP children attended an enrichment activity. By the end of the summer term, this had increased to 77%.
- The use of Class Dojo last year has greatly improved parental engagement and communication. 99% of parents signed up to Dojo during the year and staff regularly update class pages to keep parents informed and involved in their child's learning. Feedback from parents has been very positive.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Neli	Nuffield Foundation